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ABSTRACT

The English translation of a round-table discussion concerning literacy among Canadian francophones in non-francophone areas is presented. The panel includes a moderator, officials involved in literacy education in three provinces (Nova Scotia, Saskatchewan, Ontario), and a specialist in literacy among Canadian francophone women. After a brief overview of literacy efforts in each of the three provinces, the discussion moves to the literacy rate for Canadian francophones in comparison with that of anglophones. Difficulties of measuring literacy rate and of providing access to French-language education in a predominantly anglophone context are highlighted. A tendency for francophones in such situations is to adopt English, making French literacy education less of a priority among both population and policymakers. It is stressed that both the francophone community and the provincial and federal policymakers must be supportive of efforts to provide French-language instruction. Lack of coherent provincial policies on francophone literacy is noted. A distinction is made between French language literacy education and "refrancization," an interest in reintegration of French culture into daily life. Each panelist offers suggestions for future directions in these areas. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 391 393

L'alphabétisation en français

English translation

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Colloque national

L'alphabétisation des adultes : questions et options

Toronto 17 - 20 juin 1991

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TRANSLATION FROM FRENCH/A36682/EDU

ROUND TABLE
FRENCH-LANGUAGE LITERACY IN A MINORITY ENVIRONMENT

Jean Fugère : Good morning, I'm Jean Fugère. Our subject for today's round table discussion is French-language literacy in a minority environment.

All the Francophone parties involved are unanimous in recognizing the fact that the illiteracy of French-Canadians outside Quebec is a very specific reality.

Why ? Well, because in the case of a minority, where language and culture are continually being threatened, illiteracy has very special causes - and it comes in various forms.

To what extent does this illiteracy go hand in hand with galloping assimilation and a degradation of the Francophone identity ? What must be done to permanently correct this situation? Well that's what we are going to find out with the help of our guests.

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First, Carmelle D'Entremont, facilitator in charge of literacy for Acadians in Nova Scotia.

Carmelle D'Entremont : Hello.

Jean Fugère : Donald Michaud, Director of the "Service Franceskois d'éducation des adultes" (a Franco-Saskatchewan Service for Adult Education) and, in this capacity, responsible for literacy in Saskatchewan.

Donald Michaud : Hello.

Jean Fugère : Serge Dignard, Francophone militant who was involved in the implementation of Bill 8 in Ontario which ensures Francophones services in French.

Serge Dignard : Hello.

Jean Fugère : And finally, Ginette Laganière, member of the Réseau national action-éducation des femmes (Women's National Network for Action-Education) and co-author of an important research project on the literacy of Francophone women in Canada.

Ginette Laganière : Hello.

Jean Fugère : Let's start, if you will, with a brief discussion of your respective experiences. Carmelle, what have you been doing in Nova Scotia ?

Carmel D'Entremont : In Nova Scotia, literacy comes under the jurisdiction of the Ministry of Advanced Education and Job Training. Last year, the Ministry asked me to undertake the very first study on the literacy needs of the Acadian community. The report, entitled, "Le premier pas" (the first step) puts forward recommendations on how literacy and "refrancization" services could be set up in the province.

Jean Fugère : But, at this point, the program does not exist as such ?

Carmelle D'Entremont : No. We are really in the embryonic stages. While there is no coordinated literacy system or group at the present time, partners have nevertheless been identified and projects are now being developed.

Jean Fugère : Thank you, Carmelle. Well, let's leave the East and now go West, specifically, to Saskatchewan. Donald, what have you people been doing in this area up to now ?

Donald Michaud : Well, the education of Francophone adults is fairly new in Saskatchewan. We've only been in existence since

1986. So, right away, starting with the implementation of our service, we attempted to take what is termed "a community reading". And we soon discovered that illiteracy was going to be a serious problem, i.e., that the French in Saskatchewan did not necessarily have the basic tools, e.g., language proficiency, to be able to pursue their education in the broadest sense of the word.

So it's really International Literacy Year which helped us initiate some research projects, namely a study of the problematic. We undertook three pilot projects and we hope to develop - this actually is what is being done - a network of programs.

Jean Fugère : Now let's take a look at what is happening in Ontario. What is being done in the province of Ontario, Serge, to promote French literacy ?

Serge Dignard : I believe there's been a thrust at the provincial Government level since 1986 when the Government adopted a literacy plan. This plan provided for literacy training in French and in English on the one hand, and on the other hand, for the literacy programs and services in Ontario to take into consideration the cultural and linguistic reality of the Franco-Ontarians.

All in all, I believe we could say that half a dozen ministries are involved in literacy and offer certain programs and services at this time. I am thinking of ministries of Education, Skills Development, Community and Social Services, Colleges and Universities, Correctional Services and even Labour.

Actually, there are two kinds of institutions that provide services. First, you have the community groups. There are 27 of them in Ontario right now, that is, community groups, with a community-based philosophy in terms of literacy. And you have the category of institutional groups, where you find the boards of education and the community colleges and even some employers.

So in overall terms, there are several initiatives. Are they all coherent and concerted? That's another question, and I think the Government will have to review its plan and possibly adopt an overall policy.

Jean Fugère : To get the debate going, let's talk a bit about the illiteracy rate. Everyone agrees it's higher among the Francophones. Statistics Canada says it is about 10% higher among Francophones than it is among the

English-speaking population. Southam News - another study - claims it could even be twice as high among the Francophones as among Anglophones. What exactly is the rate in your respective regions ? In Nova Scotia, for example, Carmelle ?

Carmelle D'Entremont : In Nova Scotia we estimate that over 50% of the Acadian community has trouble reading and writing in French.

Jean Fugère : Donald, what about you ?

Donald Michaud : Well, it's very difficult because no study has ever been conducted in a very precise way in Saskatchewan among the Francophones. The statistics we have indicate that approximately 30% of "Franco-Saskatchewanians" experience some difficulties, but the rate is believed to be much higher because we have never had, for instance, our own education system or one that was Francophone.

So, certainly, if we are speaking in terms of French education in the last 10 years alone, and only in the urban centres, one can easily imagine that the people are not proficient in the language.

Jean Fugère : Now let's look at Ontario. What do the figures say, exactly ?

Ginette Laganière : I think Serge is in a better position to answer this question.

Jean Fugère : Yes ? O.K.

Serge Dignard : I think that first of all there's a question of definition. And whether you use the U.N.'s international definition or a more flexible one "who has trouble reading and writing and even counting", I think that what is important to note is that - whatever the barometer or definition used - the illiteracy rate for Franco-Ontarians is twice as high as it is for the non-Francophone population, that is, the English-speaking population.

Which means then that it's a major problem. And it can be defined ... it can be given a percentage of between 30 and 50% but, here again, it's purely a question of definition.

Jean Fugère : In any case, we have a significant number of people ... So how come, why, in fact, does this situation exist with Francophones outside Quebec ? Why such a high illiteracy rate?

Serge Dignard : Well for French Ontario, all I can say is that I think there are historical reasons for this. I think the problem of illiteracy can be seen as an education problem in general.

And, in my mind, illiteracy is the consequence of insufficient and inadequate education services in French for the Francophones.

Jean Fugères : Yes, in your province ?

Carmelle D'Entremont : It's the same thing. The fact is it's a problem of access to education in French. Most Acadians in the province of Nova Scotia were educated in an English system or so-called "bilingual" system, that is to say, the instruction of French was minimal, or French was even taught as a second language.

So, many Acadians don't feel they received good basic training in French, while never reaching a degree of proficiency in English-as-a-second-language. So being bilingual means not being able to function in either of the two official languages of Canada! Ah!

Jean Fugère : Is there any relationship here ... you were going to add something, Ginette.

Ginette Laganière : Yes. It's that at the level of illiteracy measurement methods, we know also, only too well, that the Southam News survey, like the 1989 Statistics Canada survey, did not take into consideration the "mother tongue" variable, such that the

tongue" variable, such that the people - this was especially the case for the Francophones outside Quebec - were asked to take a test and, very often, they had to take it in English.

So the statistics are distorted and this, in a way, lets the illiteracy situation among the Francophones be neutralized or minimalized.

Jean Fugère: A quick overview of the literacy activities tells us that most of the Francophones involved in literacy programs do so in English. Does this create a problem in your province, Donald ?

Donald Michaud: Absolutely. Certainly at the philosophical level, etc., it leads directly to assimilation. And there's the pragmatic and practical side: always, when dealing with the majority, with government bodies, we are told "well, if the numbers warrant, we might give it some consideration".

So if the people are thinking of undertaking a literacy program in English and don't ask for or insist on services in French, certainly we're going to have trouble justifying our existence and services ... it's then a vicious circle.

Jean Fugère : Because, in the end, you also don't have the critical mass. You have a problem because the number of people asking for literacy programs is, in the end, limited just the same in your province.

Donald Michaud : That's right. And it's not all that complicated ... it's only been two years since we have had any real resources that allow the Francophone population to even know they can have access to an education or to educational services in the French language. So I'm sorry but we haven't been able to reach the Francophone population - and here I'm talking about Mr. Everyman and Mrs. Everywoman - i.e., to let them know that it's possible, that there are services for you! And then obviously literacy is one of them.

Jean Fugère : Do you have the ear of your governments?

Donald Michaud : They turn a deaf ear to us, in my opinion. You have to use absolutely every trick in the book, put all your efforts, every claim and everything it takes to get your point across. We always look like a gang of militants, fanatics. And unfortunately ... one letter isn't enough, or else it looks as if no one

ever talks to the Francophones. The native peoples get better consideration in our province than the Francophones do.

And on the question of literacy, it's most probably because the very concept of literacy in French is being questioned.

Jean Fugère : Are you also getting the argument, that well, actually there are literacy programs in English, so why don't you try those and see how you make out with those! Is that the kind of argument you are getting ?

Donald Michaud : Something like that. Is this morally acceptable, are we doing somebody a favour by making him or her literate in French ? Because for the English-speaking population, it's more a question of economic profitability, a question of a social problem needing to be redressed. Whereas with the Francophones, we know that it's the whole question of culture and survival and affirmation of one's culture - which is absent from their approach (the Anglophones' approach).

Jean Fugère : Carmelle, let's go back to Nova Scotia. In your case, have you been able to get the governments to listen to you? Because in your case, you were appointed by your Government from the start?

Carmelle D'Entremont: Yes. I would first like to take a bearing on the situation. Donald, the same thing is happening in Nova Scotia. Most of the Francophones in Nova Scotia who are illiterate in the two official languages of Canada will probably opt for English as their language of instruction. That's a fact. The Francophones are becoming literate in English. But we noticed that even the English programs were having trouble recruiting Francophones.

But the situation at the government level is a bit different in Nova Scotia. It's really the Ministry that has taken the initiative. It's the Ministry that decided to undertake a study on literacy needs, and hired me as the facilitator. So the situation is a bit reversed because there really still haven't been many claims from the Francophone community. So, I'm really the one in the position of having to try to initiate something, and then mobilize the Acadian community.

Jean Fugère : What are you actually going to do to, in effect, prevent any trend toward literacy in English from taking place ? What has been done up to now ?

Carmele D'Entremont : Well, in Nova Scotia, following the study, an ad hoc committee was set up, and I think that consultation and cooperation with the Acadian community is extremely important. It's only together that we're going to be able to start identifying needs and ensuring that the programs and the actual projects reflect the Francophone reality, and adhere to the needs of the learners.

Jean Fugère : It's not something that is set up and then imposed on the people.

Ginette Laganière : I think in fact that, to add to what Donald and Carmelle have just said, what underlies all of this is the question of the right to education and the right to education in one's own mother tongue. In fact, literacy, like education, is very political. And when we realize that a desire for assimilation is included in the Constitution, it's hard to view it otherwise.

The Francophones are then always put in the position of having to face institutional, and sometimes even legal, obstacles. Bill 8 in Ontario provides a legal framework ... through which one can intervene. But as far as the other provinces are concerned, no such situation exists.

Serge Dignard : I would like to return to a point made by Ginette. True, in Ontario you have Bill 8 which allows for some services in French and you also have the Education Act but ...

Ginette Laganière : There's also the OCL programme one ...

Serge Dignard : ... the OCL program. But in my humble opinion, right now, there is no truly overall or even coherent policy on literacy in French in Ontario. And I fully agree with the statement that it's a political problem and it deserves a political solution.

There are certain aspects to this political solution and the first would be to say : adult education in Canada is a right. Which, right now, is not the case! Adult education or adult literacy in French is also a right. Since the problem is twice as acute among Franco-Ontarians as among "Anglo-Ontarians", well this will require a *massive* rectification program.

And, in my humble opinion, the fourth element in the solution would be preferably for one Ministry to be empowered to deal with French Ontario; and for the interested parties, those who deliver the programs, the clients, and the

illiterates, to be equally involved in the solution.

So what you have is the need for a political statement; for a large-scale program of rectification, and for only one Ministry to work together with the parties involved and the illiterates to find a solution.

Ginette Laganière : In fact it's the whole question of working together that now comes into play. It's not enough to engage in consultation and then go off with all that and not take it into consideration when the time comes for decision-making. In the end, it's the working together that counts. And this cooperation is important between all the people involved and at all levels.

Donald Michaud : Just a word here. I fully agree with what Serge has just said, but I am also very jealous. It's that ... What do you do with a Government that want's nothing to do with this, that accepts no responsibility ... or a very limited, mitigated responsibility for the Francophones ? That's what I ask myself. And it worries me that, for example, the federal Government ... and I take my hat off to the initiative undertaken during the Internatinal Year - it

enabled us to get something off the ground ... but now what ? And in the present context, with Quebec in the process of making decisions on its own affairs, etc., that really sets up a real roadblock here.

Jean Fugère : A short circuit, you might say.

Donald Michaud : It's impossible to make ...

Carmelle D'Entremont : I think that in Nova Scotia it's sometimes difficult for the community people involved to discuss the question of literacy rights for adults when they are still struggling to get education rights for their children. And most of the Francophone organizations in Nova Scotia still don't see literacy as a priority because they are in the process of trying to guarantee French-language instruction for their children.

And I think it's important that literacy, French-language literacy, be made an integral part of a comprehensive, on-going, coordinated system of French-language education. That is, French-language junior kindergartens, daycare, an education system from Grade 1 to Grade 12 in the French language, community colleges and universities. It has to be an entire system!

Jean Fugère : Ultimately to have a path you can follow from beginning to end and not just selective actions ...

Carmelle D'Entremont : ... not just a little "push" now and again!

Jean Fugère : What argument can we use to convince the Francophones they shouldn't opt for literacy in English ?

Ginette Laganière : I think, the first argument we should use is *because we are Francophone!* It's our cultural belonging! It's the whole development of the Francophone community in French! I think that, from the start, it's a question of identity.

The problem we face now is in essence convincing people that it's possible to live in French. And because of funding, of the under-funding of literacy programs, it's difficult to follow through to make people aware of this community dimension. Because, well, in the workplace everything is in English. So it's difficult to convince people ... that we're Francophone and that we have a right to live in French!

Jean Fugère : I would like to come back to ... someone who is going to take literacy courses in English and who is Francophone, what are his or her

chances, what is the success rate for becoming really literate! Have there been any studies done on this?

Ginette Laganière : Yes. Some studies have been undertaken and the success rate for a Francophone who undertakes literacy training in English is only 5%.

Jean Fugère : Wouldn't this be a strong enough argument to convince even the Francophones to become literate in their mother tongue ?

Ginette Laganière : I think it's important to convince the Francophones, but also the authorities, those responsible for the programs, of the lack of effective literacy programs.

Jean Fugère : I think you've put your finger on something there ... yes, Serge, you were going to say something.

Serge Dignard : Yes. I think it doesn't work to become literate in English! That's an argument on the negative side. But I think there are some very strong arguments for saying that it is important to become literate in one's mother tongue. And language is only one element of a culture. You can have associative elements, normative elements, traditions, a whole past ... a whole question of identity. And helping someone become literate is to educate him or her.

And education isn't something you do in a vàcuum! It's done in some sort of cultural context, and consequently, as much at the level of the literacy program content as at the level of approach or learning method, (we must) absolutely keep the reality of the learner in mind.

Does a second-language literacy program take into consideration the reality of the Franco-Ontarians' past ? The answer is no! This explains the low success rate.

Jean Fugère : Why is it difficult for a learner to become literate in French ? What exactly is this difficulty ? You are right now in the process of setting up programs. You must have been able to see just what these difficulties are.

Carmelle D'Entremont : The fact is that many Francophones outside Quebec, even if they speak French, live in English, work in English, watch English television, and listen to English radio. So for many Acadians in Nova Scotia, the language they need - or the language they feel they need to be able to work or understand their environment - is the language of the majority.

Jean Fugère : Let's discuss the specificity of literacy in French. Do the illiterates, the learners, have specific needs, Carmelle ?

Carmelle D'Entremont : I think in Nova Scotia, yes. I think the question of oral expression plays an important role in learning the written code. Because ... as you probably realized, Acadian oral expression is somewhat different at times from that spoken in the other provinces. And I think it's really difficult to promote learning of the French language when the language is not respected nor its value enhanced.

So I think what's important here is to start or begin by giving greater value to the oral expression of the learners. That's it really! It's a question of giving greater value to and emphasizing the beauty and poetry of the spoken language. Then, teaching the written code.

Jean Fugère : Earlier, just before we got together, you had a very beautiful quotation from Antonine Maillet. It might be nice if you would let us hear it again. I think it is really fairly eloquent in itself ...

Carmelle D'Entremont : Antonine Maillet, the Acadian writer. Here's what she says : "No one language is more beautiful than another. Only there are some

languages that are our own. There's one language that rolls the most smoothly off our tongue, because our tongues are made for it." (unofficial translation) That is my vision of what it is to be an Acadian!

Jean Fugère : Let's turn now to the question of "refrancization". Why is it important, Ginette, not to confuse refrancization with literacy ?

Ginette Laganière : This is something that came up during the research-action done in 1989. We had thought that, essentially, those who were interested in refrancization were the illiterate. And what we discovered at the time - and very quickly - was that their needs were different! Their goals! And so the way we deal with the problem also has to be different.

And it would be interesting to compare the needs of the illiterate and of those who are interested in refrancization. What the illiterate want above all ... is to learn to read and write, so they can either help their children with their homework in the case of women (which is often the case), or improve their situation, to get a promotion in the workplace. So the question is a much more practical one.

A person interested in refrancization has made the connection between language and culture. When he/she does not speak French, or not enough French to be able to take a literacy course, this presents considerable practical problems! Now then ... after having discussed the situation at length ... we also realized that the question (of refrancization) was not concurrent but on the contrary complementary (to that of literacy)! And that refrancization can then also be seen as an aspect of prevention.

Except that when you're aware of the distinction between the needs and goals of the illiterate and of those interested in refrancization, when you keep this distinction in mind, you have a much better chance of success with *both* literacy and refrancization.

Jean Fugère : Were you in fact able to find solutions in Saskatchewan ... did you set up special programs for refrancization ?

Donald Michaud : Well frankly, the basic philosophy of everything we do is focussed on francisization.

Jean Fugère : Why ?

Donald Michaud : Basically, it's a question of respect for the clientele. Of course we are dealing with Francophones, this means people who speak French. So it's a matter of simply giving these people an opportunity to regain good language skills, to acquire a more standardized form of the spoken word, the written word, reading ...and mathematics to some degree.

We're not talking of francization for a specific group - although we recognize that it is absolutely necessary for this group to be somewhat isolated from the others, especially at first, and here I'm talking of that group of people from mixed or exogamous marriages.

There's no question that with a 50% rate of mixed marriages in Saskatchewan, you have to make every effort to integrate, if you will, this partnership, otherwise it is an incredible factor for assimilation. So this is the only non-French-speaking group we can consider.

Refrancization perhaps is more a question of reappropriation. And why do I say refrancization ? I am referring to the cultural component alone. Because refrancization, like Serge said, or literacy training, is not just a matter of learning the

code. It's everything that constitutes culture, in the - once again - broadest sense of the word.

Jean Fugère : What part, Carmelle, does refrancization play in the program you are in the process of setting up ?

Carmelle D'Entremont : For us, I think refrancization is really a priority issue, because there is certainly a need on the part of a great many Francophones who have got their education, although sometimes a poor one, in English, but who never had the chance, nor the resources, to become proficient in the French language.

And we really want ... in my opinion, refrancization is closely linked to literacy work because these people are illiterate in their mother tongue. But I agree with Ginette that we have to make a distinction, and I also support Donald because we consider that refrancization is a part of literacy training when we're discussing people who *still* speak French.

So we have to make sure that our literacy programs don't become immersion programs or French-as-a-second-language courses for people of French origin but who *no longer* speak French, and for whom English has now

become their mother tongue. So it's pretty much the same distinction you're making.

Donald Michaud : Now when you talk of integration, it's that at a given moment ... because you still have to leave the door open for these people, if they want to reintegrate into their community. Well, at a given moment, they have to be allowed to do so! If not, what is it? It's a culture that's not too welcoming! ... And moreover those of us who have for quite some time been limping along in French ... we used to speak French to our parents and it's just because of our parents' insistance that we continue to speak French at home - that we are welcomed that we are welcome into our community at a given moment so we can re-integrate into, and re-appropriate the language for ourselves and become people who have a lot to contribute.

Jean Fugère : Is it the same thing in Ontario ?

Serge Dignard : I think ... I am very sympathetic and I understand the dynamics in both Nova Scotia and Western Canada, but I think that in Ontario the priority should be literacy rather than refrancization.

I think that with time and sufficient resources, we could later move on to

refrancization. But for now, if I had to make a choice in Ontario, I would insist first on literacy training. Now here I would like to be perfectly clear : I mean teaching reading, writing and arithmetic in French to those who are presently unable to read, write and count. Because these are tools ... they are basic tools that are so essential in our society! We must insist on this!

Jean Fugère : Another question. Opinions are relatively divided on the impact of literacy training. On the one hand there are those who say that literacy will be pivotal to the future of the Francophone community. But others are perhaps more pessimistic, like Serge Wagner who, in his study, states that it is perhaps the "last gasp of a minority deluding itself just before the end" (unofficial translation). These are fairly harsh words. What's your reaction here, Serge!

Serge Dignard : Well in my case, I was not well instructed in History. I'm a Franco-Ontarian. And in French Ontario there was the famous ... Regulation 17. There was a systematic campaign to rid the schools of French in Ontario from 1912 to 1927. We didn't die off! We didn't disappear! We'll still be here a good few years from now!

I think that the question of acquiring literacy skills is crucial. It is important at this stage in our history. It's part of an even more global question, which is that of education in French in a minority environment. It is therefore one element of the solution; it is not the element, the only element, but of the many elements.

Jean Fugère : Carmelle.

Carmelle D'Entremont : Just something personal ... My village was founded in 1653 by Sieur Philippe D'Entremont. We're still Francophones in Nova Scotia even if it's been years, centuries, since we've received any services from institutions, or any support as Francophones.

And I for one really hope that refrancization and literacy training will play an important role in the struggle against assimilation, in the community and economic development of our regions, and in the promotion of a cultural identity, then of the language and oral culture. I am thinking positive!

Jean Fugère : Ginette.

Ginette Laganière : Let's just say that I feel a bit torn between these two things because both can be real. But on the other hand,

I too would be rather inclined to optimism given that literacy is also a political tool, and since illiteracy is also a political tool, if we are successful in making our Francophone populations literate, we'll be handing them a political tool so they won't in fact have to die out - but instead, with the present dynamics, they'll be able to develop their potential even more so.

Jean Fugère : Donald.

Donald Michaud : Well, I'm rather positive. I have just come back from a symposium of the Association des parents francophones (Association of Francophone parents) in Saskatchewan and junior kindergartens. And there in the daycare were over 90 young children who were at the symposium. So I already see this as encouraging.

Literacy training as such ... I think that here it's really a return to a popularization if you will, of culture. In other words, a broadening of the population base. It's really the first steps that have been taken to reintegrate Mr. and Mrs. Everybody into the development of the Francophone community, which is very often just reserved for the elite. And evidently we have the problem ... the Governments are going to tell us, "now you, you're the

elite, the militants, but do you have any followers behind you?"

So I think that literacy can really be, to get back to what we were saying earlier, a political tool, it's true. But we have to give the tools to the people. I think that that's where ... that's what's going to happen.

Jean Fugère : Very quickly, then, in closing, if you could change one thing right now in your province with respect to the literacy issue, what would you change ? What would you like to see changed ?

Serge Dignard : The short-term choice would be to provide a mechanism that would [allow] both the parties involved and the learners to take part in the development of a global policy in Ontario for French literacy.

Carmelle D'Entremont : I think that for Nova Scotia, what I would hope to see is more consultation with the Acadian community, more working together, that the policies be developed by and for the Francophones. And that we eventually have a system ... a comprehensive, and on-going system of French-language education at all levels.

Jean Fugère : Ginette ?

Ginette Laganière : I would like us to finally recognize our provincial differences so we can achieve a concerted effort at the national level, one that is really effective.

Donald Michaud : I reiterate what my colleagues have said, but I would simply add - allow me to be selfish - I would like us to have enough funding to be able to complete what we've already begun in the past 18 months ... So recognition, then funding, an approach albeit frugal but that's going to suceed! get us there! Bring the dawning of literacy training to Saskatchewan!

Jean Fugère : And there you have it - the end of this round table. Thanks to our guests for their comments, observations, suggestions and also their thoughts. It's up to you to continue with the discussion.

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